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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>129</u>
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE RS 312 ARCHAEOLOGY AND THE BIBLE *
DEPARTMENT PHILOSOPHY AND RELIGIOUS STUDIES
CONTACT PERSON R. THOMAS SCHALB

* Shortened Title Attention: New Title

II. THIS COURSE IS BEING PROPOSED FOR:
 Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Shawn Montgomery 3-8-90
Department Curriculum Committee
Rachel Fairly
College Curriculum Committee
Chad Oshorn 4-5-90
Director of Liberal Studies
(where applicable)

Shawn Montgomery
Department Chairperson
Rachel Fairly 3/28/90
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____ Semester/Year to be implemented ~~_____~~ ASAP Date to be published in Catalog ASAP
to UWUCC _____

Revised 5/88

[Attach remaining parts of proposal to this form.]

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COURSE SYLLABUS

I. CATALOG DESCRIPTION

RS 312 Archaeology and the Bible

3 credits

An investigation of religio-historical traditions of the Bible in light of archaeological research. Will include study of archaeological method and interpretation, and discoveries in Egypt, Mesopotamia and Syro-Palestine as background for understanding the traditions and religious practices and beliefs of Israel. Special topics include the Patriarchal narratives, the Exodus and Conquest, Israel under David and Solomon, the Dead Sea Scrolls and the Spread of Christianity in the Roman world.

II. COURSE OBJECTIVES

On completion of the course the student should:

1. Be familiar with the broad historical and cultural setting of the Ancient Near east as background for understanding the biblical traditions.
2. Recognize the importance of the major discoveries of ancient written texts and the impact of these texts on the interpretation of the Bible.
3. Understand the basic methods and interdisciplinary role of archaeology as well as its limitations in solving questions of historical and religious traditions.
4. Be able to critically evaluate accounts of archaeological discoveries and distinguish approaches which attempt to use archaeology to prove the Bible from those which are intended to illustrate or contribute to an understanding of the biblical traditions.

III. COURSE OUTLINE

A. The Ancient Near East (3 lectures)

1. Egypt
2. Mesopotamia
3. Syro-Palestine

B. Writing and Language Systems (3 lectures)

1. The Biblical Documents
2. Major discoveries and their interpretations

C. History of Palestinian Archaeology (2 lectures)

D. Methodology (2 lectures)

1. Development of archaeological methods
2. Interdisciplinary approaches

E. Archaeology and the Hebrew Scriptures (22 lectures)

1. Early Settlement in Palestine
2. The Patriarchal Traditions
3. The Amarna Period
4. Exodus
5. Conquest/Settlement
6. Religious conflict under the Judges
7. David and Solomon - The Early Monarchy
8. The Israelite City
9. Daily Life in Ancient Israel
10. Destruction of Samaria
11. Destruction of Juda
12. The Persian Empire and its impact on the Bible
13. The Hellenistic World and its impact on the Bible
14. The Roman East

F. Archaeology and the New Testament (9 Lectures)

1. Dead Sea Scrolls
2. Building Programs of Herod the Great
3. New Testament Jerusalem
4. The Fall of Masada
5. Christianity in Cyprus and Asia Minor

G. Summary

IV. EVALUATION METHODS

- 70% Tests. Three tests consisting of multiple choice, true and false and short essay.
- 20% 8-10 page research paper on selected topics
- 10% Class participation and quizzes

V. REQUIRED TEXTBOOKS

The Bible (any edition)

H.T. Frank, Discovering the Biblical World 1975

K. Kenyon, The Bible and Recent Archaeology 1978

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LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone. 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? RS 100 and RS 110

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Literacy—writing, reading, speaking, listening	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Understanding numerical data	<input type="checkbox"/>	<input type="checkbox"/>
4. Historical consciousness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Scientific inquiry	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Values (ethical mode of thinking or application of ethical perception)	<input type="checkbox"/>	<input type="checkbox"/>
7. Aesthetic mode of thinking	<input type="checkbox"/>	<input type="checkbox"/>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
C. Understanding the Physical Nature of Human Beings		
D. Certain Collateral Skills:		
1. Use of the library	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Use of computing technology	<input type="checkbox"/>	<input type="checkbox"/>

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

ONLY ONE INSTRUCTOR WILL TEACH THIS COURSE

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

SEE ATTACHED

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

BIBLE IS REQUIRED TEXT:

KENYON IS SUBSTANTIAL WORK - NOT A TEXTBOOK OR MANUAL

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Liberal Studies Form - 4

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

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CHECK LIST -- LIBERAL STUDIES ELECTIVES

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Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Explanations for Liberal Studies Course Approval

II. Liberal Studies Goals

PRIMARY

A. Intellectual Skills and Modes of Thinking:

1. Inquiry , critical analysis etc. - In addition to using methods of historical criticism to assess the various types of 'historical' writing in the bible, the various methods of retrieving and collecting data in archaeology will be scrutinized and evaluated to enable the students to begin to develop a critical sense in assessing the interpretative theories and syntheses built on this data.

4. Historical consciousness - As "sacred history" the bible frequently describes and professes, through the eyes of faith, the action of God in the stories and traditions of individuals, institutions, tribes, nations, and communities. Historians and archaeologists, particularly aided since 1800 by a series of discoveries of primary extra-biblical historical sources, including libraries, and extensive cultural remains, some much older, some contemporary with the biblical traditions have been able to re-create the cultural and secular history of the Ancient Near East and to situate the events described in the Bible within a broader context. 'Historical consciousness' is now indispensable in any attempt to understand or interpret the events and institutions described in the biblical literature.

5. Archaeology is a scientific discipline. Hypotheses are formulated and tested through the careful collection and analysis of data. Archaeology today is primarily an interdisciplinary endeavour which relies heavily on scientific advances in materials analysis and on the cooperation of such disciplines as paleobotany, palynology, physical anthropology, geology, and geography to reconstruct ancient cultural and settlement patterns.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person.

The Bible is the primary source book for the Jewish and Christian belief that God acts in history or that the historical development of these religions is a sacred history in which the providence of God is manifest. Key events in the bible such as the exodus of the Israelites from Egypt, the conquest of Palestine, the growth and decline of the Israelite monarchy, the development of the community of Judaism and the emergence of the Christian community are consistently related by the biblical documents to the context of the broader historical scene in which they take place. While God's action in these events is a matter of faith, the events themselves can be studied by history and the discipline of archaeology. An educated person today should be familiar with the major discoveries of archaeology and the interpretations of historians drawn from these discoveries that offer a much more detailed and complex reconstruction of the historical events and at times challenge the 'historical' sense of the biblical documents.

SECONDARY

A.2 Literacy - Writing. A research paper focused on the relation of

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archaeological evidence to a particular biblical historical tradition using primary sources of the biblical text and archaeological site reports will be required.

III. General Criteria

A. This course will normally be taught by one instructor. If others should begin to teach it all instructors who have previously taught the course and all who intend to teach it in the following academic year will meet at the conclusion of the spring semester. They will review this document, including the generic syllabus. They will exchange individual syllabi and then will discuss whether they are meeting the specific goals and criteria outlined in this document. Any problems or conflicts will be brought before the entire department for resolution.

B. Some of the attitudes and perspectives in the biblical documents towards women reflect patriarchal and social attitudes current during the historical periods in which the Bible was written. The historical conditioning of these attitudes and perspectives will be treated as background to discussions on the appropriateness of using them as absolute norms for determining contemporary roles of women in religious institutions. Major contributions to the study of archaeology and the bible have been made by women. Their role will be highlighted. One of the required texts for the course is also authored by a woman. Nonsexist and nonracist language will be used throughout the course.

C. The primary text for this course is the Bible. The two remaining required texts are both full length studies, not text books, which offer distinctive interpretations of the relationship of the bible to archaeology.

D. There is no special course designed to introduce our majors into the discipline of biblical studies.

E. Contributing to students' abilities:

1. The major ethical issue which pertains to the subject matter is the marketing of antiquities. The economic gains involved often encourage treasure hunters to plunder ancient sites destroying the evidence for the historical context and its true scientific value. Many countries today prohibit the purchase of antiquities. Others allow it. The pros and cons of this moral issue will be raised in class discussions.

2. The archaeological and historical methodologies described above will define and analyze problems, frame questions, and evaluate proposed solutions, including faith interpretations, to enable students to become familiar with the implications of these methodologies in interpreting the Bible.

3. Depending on class size, discussions will be used to encourage the communication and exchange of ideas. The students will also present a brief report of their research paper in class and be asked to respond to questions on their topic.

4. One of the more attractive aspects of archaeology is that it stimulates the imagination and lends itself to creative reconstructions and fresh approaches to old problems by novices and amateurs.

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5. Major archaeological discoveries will continue to make news in the future, many in biblical lands considering the amount of archaeological activity that grows year by year in the Middle East. The perspectives communicated in this course should have a lasting impact on the way students react to and evaluate the importance of these discoveries. An extensive bibliography will highlight major commentaries and aids such as biblical atlases and dictionaries for their future use.

Knowledge Area Criteria

Please review the course objectives in the syllabus. The first ten lectures emphasize the importance of the geographical setting, describe the major discoveries of written historical documents and the importance of these sources for understanding the biblical narrative and introduce the archaeological methods of survey and excavation that have been utilized in recovering and recording the material remains of the cultures of the ancient near east. The remaining lectures focus on the major historical problems that have been posed to the historicity of the biblical narrative, the various solutions to these problems and also explore the contributions which archaeology has made to a more complete understanding of the biblical cultural setting and traditions.

Liberal Studies Elective Criteria

The course and objectives described above meet the general criteria which apply to all liberal studies courses. It is not designed to train biblical historians nor professional archaeologists but rather to introduce the student to the methodologies and the major problems and solutions that have resulted from the interplay of these two disciplines.